CDIE Publications Style Guide

Guidelines for project managers, authors, & editors

CDIE Publications & Graphics Support Project

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Contents

1 Why a Style Guide?

Precision counts. That holds true whether one is making machines, navigating a ship, or writing a report. A piston off size by half a hair's breadth will seize up an engine. A mariner making the smallest mathematical slip may fix his ship in mid-Botswana rather than in mid-Atlantic. A writer slighting the rules of clear composition can likewise bring on shipwreck, though of a different sort. Consider this missive:

> Dear John:
> I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can be forever happy—will you let me be yours?
>
> Gloria

Alas, Gloria's punctuation is not up to par, and she has sent her hapless suitor the wrong message. This is what she *meant* to say:

> Dear John:
> I want a man who knows what love is. All about you are generous, kind, thoughtful people, who are not like you. Admit to being useless and inferior. You have ruined me. For other men, I yearn. For you, I have no feelings whatsoever. When we're apart, I can be forever happy. Will you let me be?
>
> Yours, Gloria

This Style Guide undertakes to point up common impediments to clear and graceful prose, particularly in CDIE publications. The Guide takes the position that in matters of English usage, there is *usually* a style that is clearly preferable to others. For example, for reasons of clarity, symmetry, and logic, we recommend insertion of the serial comma (*a, b, and c*). We also recommend keeping capitalization of titles to a minimum; however, we do recommend the convention of capitalizing a title when it precedes the name. In addition to its implicit logic, describing a person as a chief economist or managing editor rather than as a Chief Economist or Managing Editor strikes a blow against fustiness and pomposity. Words should be used with exactness. *Comprise,* for example, can mean only one thing (*to include, consist of*) and not the opposite (*to make up, compose*), and *purport* should not be mistaken as a synonym for *allege.*

But there are some gray areas. May we begin a sentence with *and* or *but*? (Yes, but not too often.) May we split infinitives? (To deliberately emphasize an adverb, they're okay.)

And is it okay to use *okay*? (In informal contexts, and elsewhere with due deliberation, the word is acceptable.)

Browsers will encounter an abundance of other items, useful or interesting or both. They will find, for example,

- More than two dozen substitutes for the overworked *focus*
- When to use *ensure* correctly, as distinct from *assure* and *insure*
- An assortment of words to replace the overused *constrain* and *constraint*
- How many bullets in an itemized list are considered excessive

A note on authority. Lest the user fear that the prescriptions and proscriptions advanced herein are arbitrary, capricious, or whimsical, he or she should be assured they draw from a wealth of other standard usage guides, including *The Chicago Manual of Style*, which is authoritative, and *The Economist Style Manual*, which exhibits the great good sense expected of the most readable news weekly but is more oriented to British usage than is appropriate in U.S. government publications.

This is not to say that references are always in perfect agreement. They are not. Nor do we always agree with the references. For instance, we prefer dates in the traditional month-day-year format; *The Chicago Manual of Style* prefers day-month-year. But as suggested, where differences occur, this guide sides with the argument that represents the clearer or more refined style, or with current CDIE practice.

In summary, the aim of the editing process is to produce well edited and well designed text and graphics for CDIE evaluation publications in various formats and media. Given CDIE's broad audience—and for the simple sake of good writing—a CDIE report's content should be readily understandable to an interested lay reader. The final product should be well reasoned, visually attractive, and editorially polished. The following sections of this Guide offer advice and tips for achieving this aim.

2 Preparation of Manuscripts

Responsibility for preparing a report rests with the team leader or author in the case of single-author reports. While the editing contract is responsible for the final layout and production of documents, we encourage team leaders and authors to ease and shorten the production process by taking responsibility for the following:

Format
- submitting text in hard copy as well as in electronic format
- submitting text files in Microsoft Word format with as little formatting as possible (removing headers, footers, page numbers, etc.)
- submitting tables, graphs, charts, and statistical material separately, and, when possible, in Microsoft Excel format
- submitting original color or black and white photographs or other graphic material; or submitting high-resolution versions of the material in the appropriate eps, jpeg, or tiff formats

Content
- resolving factual or logical inconsistencies
- ensuring the accuracy of factual statements, quotations and citations, statistical data, and the spelling of proper names
- obtaining bureau or agency approval as well as permission to use or cite materials in the publication

Project managers and the designated editor will review drafts for compliance with these guidelines. If a draft is not sufficiently compatible with these expectations, the project manager or publications editor may ask the author for further assistance.

The editing process for publications normally begins after the manuscript has gone through any peer and external reviews and has received all necessary clearances. The manuscript should reflect all review comments accepted by the author on substance, clarity, and structure of presentation.

The editor is responsible for production of individual publications, after approval by the author and agency leadership, as appropriate, and as set out in the publication specifications. Editors and graphics staff will work with authors on text, layout, and presentation. The initial print run will be determined at the outset; however, the project will maintain 50 copies on CDIE's shelves at any time. Additional copies may be requested, supplies permitting, within one day.

The editorial staff will format the publications for printing and will also make them available on the Internet in Adobe Acrobat format. Most will be accessible from www.dec.org, while newsletters and other documents will be available on CDIE's Web page or on request from the editor. The editor will keep track of drafts and revisions electronically and will be responsible for electronic dissemination, according to the plan worked out for each publication.

3 Levels of Editing

CDIE evaluation series managers should, at the outset, choose a level of editing appropriate to the projected deadline or perceived quality of the draft. The levels, from minimal to most thorough, are as follows:

- **Basic Edit**

The *basic edit* corrects errors in spelling, grammar, and verb tense and will break up run-on sentences. It will ensure adherence to style, usage, and format. Proofreading will ensure internal consistency, conformity to the original draft, and adherence to other generally accepted proofreading standards.

- **Intermediate Edit**

The *intermediate edit*, in addition to the above, emphasizes clear and interesting prose and avoidance of highly technical terms, in-house jargon, and abbreviations and acronyms not readily understood by the lay reader. In addition, this edit will ensure that tabular, graphic, and reference materials are used appropriately. It will eliminate any inconsistencies between the text and tabular material or references and errors in tables or references. Where possible, it will provide missing data for incomplete references.

- **Comprehensive Edit**

The *comprehensive edit*, in addition to the above, emphasizes logical structure and organization. It will include adherence to basic analytical and reporting requirements and clear derivation of findings from the data; the avoidance of unfounded conclusions or sweeping generalizations; and the highlighting of major issues, analysis, and findings.

4 Review and Editing Cycles

Once a manuscript has been prepared, it undergoes nine basic review and editing cycles, summarized below:

1. The *first draft* is reviewed by team members, who comment on substance, organization, completion. All team members should agree on the findings at this stage and resolve any differences.

2. The *second draft* incorporates suggestions made in the first draft. The division chief (or designee) and relevant missions and bureaus may give this draft a technical review.

3. The *third draft* is reviewed by relevant agency staff: assistant administrators, bureau or division chiefs, or the director or deputy director of POA. This is the final external review before editing begins.

4. In the *first edit* the editor corrects grammar, spelling, and punctuation; checks for consistency; adjusts structure and organization, if necessary; and poses questions to the author if clarification is needed. The editor then meets with the author to work out all the queries and to make sure the manuscript is correct as edited. Simultaneously, the graphics coordinator develops a cover and layout design and begins work on the tables and graphics to be incorporated.

5. In the *second edit* the editor continues to refine the report. This edit is reviewed by CDIE's director and deputy director if necessary, the POA chief, and the author. A second round of consultation follows between the author and the editor to reach substantial agreement on text.

6. The *desktop first proof* combines edited text, graphics, and layout. It is reviewed by the author and the editor, who check the format and layout for errors.

7. The *second desktop proof* is likewise reviewed by the author and the editor. It should be virtually free of errors.

8. The *camera-ready proof* is scrutinized closely, usually by the editorial staff only, for typos, stylistic flaws, and lapses of continuity. This proof should be considered the last line of defense.

9. The *blueline* is a photoprint provided by the printer. It is normally inspected by the editor for errors introduced by the printer, such as spots and dark or light patches only. Though bluelines can be corrected, changes are expensive, and no change should go forward without approval by POA management.

5 Prose Tips for Report Writers

The following guidelines, based on those prepared originally for writers of the annual report, apply as well to virtually all report writing. They are adapted here and expanded for report writers in general.

Clarity of thought and organization leads to clarity of expression. Follow the outline for the type of publication being written.

Write for your audience. Each publication has a specific audience and objective; the style and vocabulary appropriate for a scholarly, in-house evaluation of a USAID program is not well suited to a publication aimed primarily at those outside the agency. However, most material should be intelligible to all readers, even those outside the development world.

Keep sentences short. The *Wall Street Journal* and other newspapers that daily explain difficult subject matter average about 13 words per sentence.

Keep paragraphs short—say, three to seven sentences. The more complex the subject, the greater the need to put sentences and paragraphs in manageable chunks. According to *The Economist Style Guide* (2001), "The paragraph is essentially a unit of thought, not of length; it must be homogeneous in subject matter and sequential in treatment" (41).

Use the active voice. It may be that "progress was made," but the reader should not have to divine who made the progress—the project, the Mission, an NGO, the country. The active voice is more precise and certainly easier to read.

Shun the word *focus.* It appears 27 times in an average 20-page manuscript. Look to *centers on, concentrates on, delves into, directs attention to, dissects, emphasizes, examines, finds important, fixes on, gives weight to, homes in on, investigates, looks at, looks into, looks to, pinpoints, probes, scrutinizes, stresses, studies, tends to(ward), zeroes in on,* and their nominal equivalents.

Use simple, concrete, straightforward English: *USAID helped computerize records* is more direct than *USAID-supported interventions helped bring about computerization of record-keeping capacities.*

Use technical terms only in their proper context and define them as necessary. Where technical or specialized terms are needed—*conditionality, inputs, externalities, fertility rate, internal rate of return*—define them. It may not be correct to assume that they are understandable to the intended reader. The *Economist's* Style Guide suggests to "Avoid especially jargon that tries to dignify nonsense with seriousness or obscure the truth" (2001, 41).

Prune unnecessary words. The usual suspects include *absolutely, certainly, clearly, extremely, fortunately, totally, unfortunately, very, in order to* (trim it to *to*), *the fact that* (cut it to *that*), *the process of* (delete), *and* (substitute a period and start a new sentence), *which* (ditto), *conducted a study of* (*studied*), *succeeded in reducing* (*reduced*).

Be frugal with bulleted lists. Used sparingly, bullets aid readers by highlighting key points or elements. Overused, bullets impart a sense of fragmentation and disjointed thinking. A rule of thumb is no more than three bulleted lists per 10 single-spaced pages and no more than eight bullets to a list.

Avoid abbreviations. Try to write the chapter with no abbreviations at all except such standbys as USAID, NGO, and GNP. Try writing around abbreviations of organizations and project names: *the Ministry of Finance, the ministry; the Nontraditional Products Producers Union, the union; the Sloping Agricultural Lands Technology project, the project.* There is scant excuse to subject the reader to such opacities as occur in this true-life example: *The MOA's AD program included both MADs and FADs at all levels of the GOM's AE*. (*The agricultural demonstrator program of the Ministry of Agriculture included both male and female demonstrators at all levels of Mali's extension system.*)

Fully develop themes and arguments. Do not assume the reader will intuit missing or implied information or connections. Watch out for unintentionally elliptical arguments and for conclusions that leap over intermediate supporting arguments without detailing them.

Be honest. Report failures as well as successes. Doing so makes the report more credible and therefore more effective as a document supporting the agency's mission. In the editing process, it is infinitely easier to tone down missteps than to inject veracity into an uninterrupted sequence of fulsomely glowing flimflam.

Illustrate points with clear visual graphics, such as bulleted lists, text boxes, tables, charts, and figures to help get your message across. Too many graphics, however, clutter a publication and impede comprehension.

Be alert. Root out dangling participles, unclear antecedents, and inappropriate diction.

6 Universal Search and Replace

It is helpful when, before starting to edit a publication, authors conduct the following universal searches and changes.

- Replace two (and three) spaces after full stops and colons to a single space after each full stop and colon

- Replace *US* with *U.S.* (when meant as an adjective); *U.S.* to *United States* (when meant as a noun

- Replace *United Nations* with *UN*

- Replace hyphens, double hyphens, and double hyphens-with-spaces to the proper em dash, with no spaces on either side. The em dash is created by typing 0151 while holding down the Alt key

- Replace *%* with *percent* (in all but tabular material); if necessary add a space before the word *percent*

- Change "dumb" apostrophes and quotation marks to “smart” apostrophes and quotation marks

7 Style Recommendations

General Style Sheet for Editors

ABCD access is never a verb anticorruption antiviolence decisionmaker, decisionmaking	**EFGH** followup (noun), follow up (verb) hand off (verb), handoff (noun)
IJKL impact is never a verb and is a tired noun in-country as an adjective in kind, but in-kind as an adjective long-term as an adjective, long term elsewhere	**MNOP** nongovernmental multifaceted peacekeeping phaseout (noun), phase out (verb) policymaker, policymaking postconflict (one word) multidonor (noun) (not multi-donor)
QRST startup (noun), start up (verb) tradeoff (noun), trade off (verb)	**UVWXYZ** U.S. (adjective) United States (noun)
Numbers	**Initials, abbreviations, acronyms, names, & important terms** economic support funds (ESF) e.g. & i.e. are set off with commas, before and after, not parentheses; use these abbrevs. sparingly. U.S. Agency for International Development (USAID) in lists, use a comma before final *and* no more than 2 spaces anywhere percent, not %
Other	**Notes** • "initiate" is overused • avoid "this" without a clear antecedents

Access is never a verb.

British *spelling.* There is no need to add an extra *l, s,* or *t* onto words like *channeled, funneling, focuses*, and *targeted.* Change to American spelling.

Compare to (rarely intended) = to liken: *In geographic size and the robustness of its people, Australia is often compared to the United States. Compare with* (nearly always intended) = to note similarities and differences; contrast: *Compared with the United States, Australia is virtually unpopulated.*

Comprise. The whole comprises its constituent parts; these parts compose the whole. Be alert, especially, for such constructions as the following: *Mestizos comprise [compose, constitute, make up] 85 percent of the population. The plan is comprised of [comprises, consists of, is composed of] three elements. Two farmers, a lawyer, and a traditional healer comprise [compose, constitute, make up] the village council.*

Convince/persuade. For some reason, authors shy away from *persuade,* perhaps thinking *convince* more genteel and not recognizing that the words often are not interchangeable. Of the two, only *persuade* can be followed by an infinitive: *USAID persuaded [*not *convinced] the government to abandon its restrictive trade policy.* Alternatively, *USAID convinced [*or *persuaded] the government that it should abandon its restrictive trade policy.*

Constraint. It seems, these days, that everything that resists change or implementation is a *constraint,* never a *barrier, hindrance, impediment, obstacle,* or *problem.* The word may have irremovably entrenched itself, but wherever possible, look for a substitute.

Dashes: The en-dash (Alt + 0150) is used to indicate a span of time or pages. For example *June 10–12, 2001* or *see pages 10–12.* The em-dash—made by pressing Alt and typing 0151 on the Num pad—sets off parenthetical remarks.

Dates. Month, day, year is preferable to day, month, year: *June 21, 2001* not *21 June 2001.* Also, *June 2000* not *June, 2000.*

Ellipses. Form ellipses (…) by typing 0133 on the Num pad while holding down the Alt key. Use one space before and after ellipses.

Emphasis. Italics may be used to add emphasis, but bold type is hardly ever appropriate. In general, avoid the use of italics for emphasis. Underlining, because it hinders readability, is never used for emphasis.

Enumerated lists. Use this style for enumerations within paragraphs: *The medical team 1) assessed the problem, 2) ordered medicine and other supplies, and 3) inoculated the entire village, starting with children.*

Focus is overused. The host government focuses its attention on this while USAID's program focuses on that and an NGO has a slightly different focus whereas the focus of villagers is yet something else and the village leaders are focusing on their own concerns. Look for alternatives to *focuses on*. Try *addresses, centers on, concentrates on, delves into, directs attention to, dissects, emphasizes, examines, explores, finds important, fixes on, gives weight to, grapples with, homes in on, investigates, looks at, looks into, looks to, pinpoints, probes, scrutinizes, stresses, studies, takes on, tends to(ward), zeroes in on.*

Footnotes. When there are numerous or lengthy footnotes, the author may want to tuck the information into the text or eliminate some of it. Footnotes in boxes, figures, and tables take superscript letters rather than numbers.

Under the preferred author-date system of citation, no footnote should be used to cite sources. Citations must be placed in text—for example, *(Lieberson 1998, 12–13)*—and sources listed alphabetically in the reference or bibliography section.

Foreign words. Italics are used for unfamiliar foreign words. Foreign words in common American usage are not italicized: raison d'être, etc., ad hoc, a priori, bona fide, coup d'état, de facto, de jure, post mortem, pro bono, status quo, vice versa, vis-à-vis, café, résumé. Accents should follow the practice in the language of origin.

Impact. Never use as a verb, and avoid as a noun, especially when *effect, outcome,* or *results* work as well or better.

Implement. For variety try *carry out, put into effect.*

Lists. Make sure the announced number matches the number listed. For example, don't say 12 countries were involved and then name 11 or 14.

Lists, order. Unless there is some other obvious internal logic, generally list items alphabetically: *Argentina, Brazil, Chad, and Zaire.* In more complex mixes, order short to long: *repair roads, reconstruct airports, and inoculate against common childhood diseases.*

On the other hand. Must first be paired with *On the one hand.* Absent the first hand, use a substitute: *but, by comparison, by contrast, contrarily.*

Through, to. Most authors write *from 1990 to 1997* (exclusive) when what they mean is *from 1990 through 1997* (inclusive). Assume the latter is meant, but alert the author with one query indicating you have generally changed throughout.

Toward, not towards.

Vis-à-vis. Substitute *compared with, in relation to, relative to.*

8 Tables and Figures

Tables contain information in columns and rows. Although most tables contain statistical data, tables may also contain phrases or short sentences (as, for example, in a table comparing characteristics of several projects. *Figures* are the graphic representation of data, such as graphs, pie charts, line drawings, or photographs.

Tables should be integral to the text and provide easy access to information that is not as readily grasped when treated in narrative form. Tables should not simply reiterate material that is fully covered in the text.

Each table should be developed as a discrete, self-contained entity that is fully comprehensible to the reader even when examined out of the context of the report. The table title should describe the table uniquely: it should clearly specify the topic; describe the table's contents, including the time period covered; and relate the table to its context. Every table column, including the *stub* (the first column) should have a heading. Some columns also require *spanner heads,* heads that span two or more subheads.

Each table should be referenced in the text (for example, *see Figure 2*), and a table should be placed within the text as soon after its callout as possible. Never place a table before its callout in the text. If a table does not fit on the same page as the callout, it should be placed at the top of the next page or immediately after the end of a paragraph that is continued on the next page. (Tables should always be placed at the end of a paragraph and never in the middle.) Full-page tables should be placed on the page following their callout.

Tables and figures are numbered consecutively but independently of each other, using Arabic numbers. Thus, the first table in the main body of a report would be Table 1. Appendix tables are numbered separately for each appendix, preceded by the appendix designation and a hyphen.

The first letter of the word *table* or *figure* and the first letter of each major word in the table or figure title are capitalized. The word *table* or *figure* is followed by a period, not a colon. Information describing or qualifying the title as a whole, such as specification of the unit of presentation (such as "(in US$ per metric ton)" should be placed in a *headnote* in parenthesis immediately below the table title, in regular roman type, with no intervening blank line.

All columns should have headings. Column headings follow the capitalization style for titles. Designations in the stub—the first column—take initial caps only, unless following words are proper names or otherwise normally capped. Designations in subsequent columns take no capitals unless the words are capped in normal text. Thus, under the heading *Strategy Used,* designations in the stub might be *Transferring appropriate technology, Fostering education and awareness,* and so on. Under the heading *Did It Succeed?,* the entries might be *yes, no, partially.*

When *Subtotal* is the penultimate item in a stub, it is indented two spaces beyond the greatest indentation above. *Total* is then indented two spaces beyond that.

Capitalization in figures is similar to that of tables. Designations, as with callouts or keys to pie charts, are lowercase unless normally capped—for example, *arid, semiarid, moderate, wet.*

Table and figure titles should never be footnoted. When explanatory material is too detailed for a headnote, it should be placed in a note at the bottom of the table, one empty line below the closing horizontal rule, preceded by the word *Note:* in italic set flush with the left margin. Runover lines are blocked, or indented, under the first word following *Note.*

To avoid confusion, table and figure footnotes are indicated by superscript lowercase letters, not numbers. Footnote sequencing in tables is from left to right across rows, not column by column. Table and figure footnotes are placed one empty line below the bottom rule of the table, or one empty line below the table note, if there is one. Runover lines in footnotes are blocked under the first word of the footnote, not under the superscript footnote letter.

The table or figure *source* follows one empty line below the last table or figure footnote, introduced by the word *Source:,* in italics. Runover lines are blocked under the first word after the word *Source.*

9 References and Bibliography

All items cited in text should be included in a reference or bibliography section at the end of the report. Writers and editors should take reasonable care to provide full reference information for citations made in text. Sometimes, however, it is not practical or possible to track down full information; when that is the case, provide as much as is available.

Reports should follow the author-date style for citations, placing citations in text in parentheses following the passages to which they relate. The citation includes the author's last name and the date of publication of the work, with no intervening punctuation. If a page number is required (as for a quotation), the page number follows the date, preceded by a comma:

> (Lippman 1997) (McClelland 2001, 17)

If more than one work by the same author and published in the same year is cited, the works should be distinguished by a letter following the date:

> (Benoliel 2000a) (Benoliel 2000b)

For multiple authors use the following pattern:

> (Benoliel, Lippman, and McClelland 1997) (Benoliel, et al. 1997)

What information does the reader need to locate the source cited in the publication? That is the question governing the facts needed to complete a reference. For a book, the following information should be included in the following order:

Name of author or authors, editors, or institutional author. Year of publication. *Title*. Title and number of series (if any). Edition (if not original). City (and state or country, if not evident) of publication: Publisher's name.

For an article in a periodical, the following information is required:

> Name of author or authors. Year. "Title of Article." *Name of periodical* volume number (issue number or month): page numbers.

For unpublished documents, the following information is needed:

> Name of author. Date. "Title." Description of work (master's thesis, symposium presentation, etc.). Author's institutional affiliation. City.

Other types of written communication should be cited much like an unpublished document. However, certain forms of personal communication, such as telephone conversations, can be more effectively explained if included in the body of the text.

For memorandums, letters, faxes, and the like, provide the following:

> Name of person contacted. Date. Type of communication. Person initiating contact. City.

Bibliographic entries are arranged alphabetically by the author's last name. Because the author–date system of citation is used in text, the date of publication should follow the author's name for ease in locating the appropriate reference. When more than one work by the same author is cited, the items should be arranged chronologically (earliest work first). When multiple works by the same author and published in the same year are cited, they should be listed in alphabetical order (by title), with the dates followed by letters, beginning with *a.* When the author or editor is repeated, without change, in successive listings, the 3-em dash (———) replaces the name. When the name changes in order or number, it is repeated:

> Lieberson, Joseph M.; Katherine A. Kotellos; and George G. Miller. 1985. "A Synthesis of A.I.D. Experience: Small-Farmer Credit, 1973–1985." USAID Evaluation Special Study No. 41. Washington: USAID.
>
> Lieberson, Joseph M. 1996a. *Energy Conservation in…*
>
> ———. 1996b. *Shining the Light on …*

The bibliography and references sections use a hanging-indent style. Major elements within a reference are separated from each other by periods, except for the place of publication and the publisher, which are separated by a colon.

All authors should be listed for each publication in the bibliography and reference section (*et al.,* which may be used for in-text citations with more than three authors, should not be used in the bibliography.)

Some sample bibliographic entries are provided below.

A book with a single author:

> Sandberg, Eve. 1994. *The Changing Politics of Non-Governmental Organizations and African States.* Westport, CN: Praeger.

A book with two or more authors:

> Charles, Chanya; and C. Stark Biddle. 2001. *Designing and Managing Partnerships Between U.S. and Host-Country Entities.* Washington, DC: USAID.

Note the semicolon after "Chanya" and the first-name last-name order of the other author.

Hayner, Priscilla B. 1997. “Reconciling Truth With Justice and Forecasting the Factors That Affect a Stable Peace.” Paper presented at Conference on Comparative Peace Processes in Latin America. Woodrow Wilson International Center for Scholars, Washington, DC, 13–14 March. Washington, DC: World Policy Institute.

An article in a journal or popular magazine:

Graham, Carol; and Michael O’Hanlon. 1997.
“Making Foreign Aid Work.” *Foreign Affairs* 76 (4): 96–104.

Safire, William. 2001. “On Language.” *The New York Times Magazine* August 26: 36.

References to newspaper articles are generally tucked in the text:

> According to an op-ed piece in the *Washington Times* of February 5,1998, …
> A *Los Angeles Times* story on global warming (October 23, 1997, A5) suggests that…

If more detail is called for, follow the citation format for popular magazines.

The foregoing covers the most commonly used citations. For further guidance, consult *The Chicago Manual of Style, 14th Edition* (1993).

10 Organizational Elements

Most publications contain one or more of the various organizational elements described below. Condensed publications, such as *Evaluation Highlights,* will often have most of the elements, but will articulate them using headings and subheadings instead of separate sections.

Front Matter

Cover

Covers should acknowledge USAID and CDIE. Covers of final reports should contain the USAID name (U.S. Agency for International Development) and logo. (Logos may be obtained from the publications editors, but these are usually added during the production process.) Even when there is no separate title page, covers should include the USAID project number.

Ordering information block

Ordering information and a standard disclaimer ("The views and interpretations expressed in this report are those of the author(s), not necessarily those of the U.S. Agency for International Development.") are contained on the inside front cover as appropriate.

Title page

Title pages should include the words U.S. Agency for International Development with the acronym USAID, the USAID logo, and the USAID project number. The title page should also include the name, title, and organizational affiliation of the author(s), and the date of publication.

Table of contents

The table of contents should say only *Contents*. The table of contents should include all chapter headings, first-, and second-level subheads, boxes, figures, tables, and other titled graphics.

Foreword

A foreword is an introductory note written someone other than the author. Introductory notes by the author should be in the preface.

Acknowledgments

If a report contains acknowledgments section, CDIE should be acknowledged.

Preface

Any introductory or incidental notes by the authors should be included in the preface. Material essential to understanding the text or a discussion of methodology should not be in the preface. Authors often use the preface to acknowledge the contributions of others.

Executive Summary or Summary

Longer publications should contain an executive summary capable of standing alone as a separate document. This summary should concisely present the key issues, methodologies, findings, and recommendations of the complete report. It should not be written as if it were a foreword, preface, or introduction. Rather, it should be thought of as an advertisement, a standalone document that could be handed out at conferences, seminars, and workshops, to give potential readers an idea of the content of the paper, and to help them decide whether they might want to request a complete copy.

Glossary of Acronyms and Abbreviations

Publications with extensive use of acronyms and other abbreviations in textual and/or tabular material should include an *Acronyms and Abbreviations* page following the executive summary.

Body

The body of a publication should contain a clear and concise statement of purpose and scope of the specific publication, including identification of the target audience, relevance to the policy process, description of the methodology, findings, conclusions, and recommendations.

Introductory Chapter (Optional)

This chapter, if included, should begin with a discussion of the purpose and scope of the research activity, when and where the research was conducted, the methodology used, and any special issues, obstacles, or deviations from the scope of the research. A brief description of pertinent political, economic, and social factors that bear on the research activity should also be included in this chapter. The intent should be simply to provide information about the activity that will help readers understand the broad framework within which the research is conducted.

Graphics

Graphics can include tables, charts, graphs, photographs, text boxes, and drawings or illustrations. Tables and graphs are used to present numerical information, such as percentages or budget figures, survey results, and so on. Text boxes, tables, and graphs can be created with regular word processing, spreadsheet, or database software. All others, on the other hand, involve artwork, such as line drawings, photographs, or maps.

As stated in Section 10 of this guide, each table and figure should be given a sequential number and a title that clearly states what is shown. Tables and figures should be numbered separately in order of appearance in the text. Each table and figure should be referred to by number in the text. Text boxes are neither numbered nor titled.

Authors should ensure that tables and figures can be interpreted independently of the text. If a table or figure is from an external source, the source must be identified in the notes at the bottom. Similarly, notes at the bottom of the table/figure should provide necessary definitions or explanations. Authors are responsible for ensuring that the text and the table/figure agree with each other and that all calculations are correct.

Graphic	**Use**
1. Charts and Graphs	
Pie and bar charts, histograms, dot diagrams, scatter diagrams, time series curves	Illustrate patterns in data, trends, cycles, comparisons, distributions and properties
2. Organization chart	Illustrate relationships among individuals and entities
Flow chart, decision tree	Illustrate processes, options, probabilities of different outcomes
3. Tables	
Numerical	Order and summarize numerical data to support an argument or hypothesis or serve as a reference
Textual	Order textual material to summarize the relationships
Maps	Illustrate spatial location and/or spatial distribution of items or characteristics
4. Pictures	
Photographs	Illustrate or document actual conditions, adding interest or insight
5. Drawings	Illustrate how something works, or what it looks like
Text boxes	Highlight particularly relevant text or quotations; cite source if a quotation

Findings, Conclusions, Lessons Learned

Findings should be presented in a straightforward and organized fashion stating what was learned about the issues discussed in the paper, or raised in the statement of purpose.

The conclusions should sum up the findings and reflect the authors' judgment about what the findings mean in terms of specific policy objectives and strategies. Conclusions, however, are not recommendations. Recommendations should prescribe how the situation should be or could be improved.

Recommendations

Recommendations should be presented as guides to action. In the discussion that supports the recommendations, any obstacles to implementing the recommendations should be addressed along with suggestions about how they might be overcome. Alternative courses of action should be presented. The author should keep in mind:

- Each recommendation should flow from a specific finding and conclusion in the report. In a long report, it may be important to cross-reference the earlier discussion.

- Recommendations must be presented in their order of importance, or grouped together so the reader can easily distinguish major and subsidiary recommendations. It is important to remember that the recommendations will be widely disseminated through multiple channels for use by decisionmakers in the private and public sectors.

- Precision and brevity will help ensure the usefulness of recommendations.

- Recommendations should be highlighted using numbers or bullets.

Back Matter

Notes

Endnotes, if they are used, should be indicated in the text with superscript Arabic numerals, in chronological order from beginning to end. Endnotes go in a section titled *Notes* before the References/Bibliography.

Appendixes (if applicable)

Use the American spelling *Appendixes*. Multiple appendixes should be delineated with letters, e.g., Appendix A: Populations of Countries Included in Study. Multiple appendixes often add bulk, and hence cost, rather than substance. Only pertinent, readable, and necessary material should be appended. Avoid appending an entire document if an excerpt will suffice. In general, material essential to report should be included in the body of the report, not in an appendix.

References/Bibliography

Complete references for all citations should be included at the end of the report (following any appendixes). If this section lists only publications cited in the report, it should be called *References*. If it contains both cited and uncited publications, it should be called *Bibliography*.

11 Purpose and Descriptions of CDIE Documents

The goal of USAID's evaluation program is to improve the knowledge base for USAID policymaking as well as for the design, implementation, and evaluation of USAID projects. USAID began its evaluation publication series in 1979 to disseminate information concerning its development experience. Under CDIE's direction, the division of Program Operations and Assessment (POA) conducts project impact and program and policy evaluation studies that review the agency's experience in priority areas of activity.

POA studies and working papers evaluate a project or set of related projects in a sector. They examine program issues and their implications for planning and design. The audience for the reports includes USAID managers and staff, the U.S. Congress, the Office of Management and Budget, officials in host countries receiving U.S. support, other international and bilateral donors, private groups engaged in development work, and various special-interest and constituency groups.

Below is a brief description of publications typically produced by CDIE:

Agency Performance Reports
Annual assessments of the agency's performance by measuring results against objectives.

Evaluation Highlights
Four- to eight-page summaries of key issues, findings, and programmatic implications of POA studies and working papers targeted to USAID audiences.

Evaluation News
CDIE newsletter covering recent events and publications in assessment and methodology.

Evaluation Special Studies
Examinations of evaluation findings of special programs, sectors, or crosscutting themes.

Impact Evaluations
Summaries of findings from field evaluations of project performance and impact.

Managing for Results Working Papers
Coverage of performance measurement workshops, lessons learned, and analytical frameworks.

Performance Monitoring and Evaluation TIPS
Short guides to program evaluation methods for managing for results.

Program and Operations Assessment Reports
Syntheses of findings and conclusions of technical reports or impact evaluations produced in the course of an assessment.

Program Design and Evaluation Methodology Reports
Guidance on program design, monitoring, and evaluation methods; program performance indicators; and data collection techniques.

Program Evaluation Discussion Papers
Reviews of issues or literature on a topic, usually prior to the initiation of field studies.

Program Evaluation Reports
Syntheses of findings and lessons from an impact evaluation series within a program area.

Reengineering Best Practices
Experiences from the field as the agency undergoes reengineering.

12 Tips for Authors on Using Word and Excel

Keeping formatting to a minimum

These steps will allow editorial and layout staff to complete work on your manuscript more quickly.

1. Since your manuscript will be professionally formatted, you should *keep your own formatting to a minimum*. The desktop person will format the text once it has been finalized. For example, type [Box] or [Pull quote] before and after text you want boxed or quoted, rather than formatting the text yourself, as we will have to strip out all such formatting to prepare the files for the layout program.
2. Whenever possible, *create all figures and tables in Excel or PowerPoint* and send the original graphics files along with your Word document. As the layout program does not accept figures and tables created in Word, we will be reformatting or recreating your tables and figures.
3. *Use the "track changes" feature* of Word, which allows you to exchange comments and corrections electronically with the editors.
4. Save your document frequently.

Personalizing Word

This procedure tells Word to place your initials next to any comments you make electronically and show you as the author when another person opens your files.

1. From the menu bar, select Tools.
2. Select Options….
3. Click on the User Information tab.
4. Fill in the requested information and click OK.

Tracking changes electronically

This procedure allows you to see on-screen the changes being suggested by the editor.

1. From the menu bar, select Tools.
2. Select Track Changes, then Highlight Changes….
3. In the box that appears check Highlight changes on screen. This will display any changes made by the editor.
4. Items that were deleted will show as ~~strikethrough~~; added items will be underlined.
5. If you find the Track Changes feature distracting, follow steps 1–3, this time unchecking Highlight changes on screen.

Tracking changes in the printed version

This procedure allows you to see on paper the changes suggested by the editor.

1. From the menu bar, select Tools.
2. Select Track Changes, then Highlight Changes….
3. In the box that appears check Highlight changes in printed document.
4. Print the document. Items that were deleted will show as ~~strikethrough~~; added items will be underlined.
5. If you find the Track Changes feature distracting, follow steps 1–3, this time unchecking Highlight changes in printed document.

Viewing and responding to comments and queries

The editors use the comment feature to ask for clarifications of specific points or to explain why they made a particular change (if it isn't obvious). This is an important part of the interaction between the author and the editor.

1. Yellow highlighting indicates where the editor has embedded a query or comment. Place your cursor over the yellow highlighted word and the comment will appear on the screen. You can also print out the comment.
2. Keeping the cursor on the highlighted word, right-click the mouse. A comments field will appear at the bottom of the screen. You can respond here to the editor's comment. Click Close or leave the Comments field open to field the next query.
3. To edit a comment right-click on the highlighted area. From the new menu, select Edit Comment.
4. A Comments screen appears at the bottom. Type in your response.
5. Save the file before sending it back to the editor.
   Note. To return to the original screen, click Close. If you are in the Comments window, you can use arrow keys to scroll from comment to comment.

Approving or rejecting changes

1. From the menu bar, select Tools.
2. Select Track Changes, then Accept or Reject Changes….
3. To review one change at a time, click Next Change or Previous Change on the Reviewing toolbar.
4. To accept the change, click Accept Change on the Reviewing toolbar; to reject the change, click Reject Change on the Reviewing toolbar.
5. To accept or reject all of the changes, click on the appropriate choice.

Inserting a comment for the editor

1. Select the text you wish to comment on.
2. From the menu bar select Insert.
3. Select Comment and type in your comment.
4. Save the file before sending it back to the editor.
5. If you like, you can place a Comments tool bar on your screen. From the menu, select View, then Toolbars, then Reviewing.

Changing graphics to black and white in Excel

For the editing and layout process, it is helpful for graphics to be in black and white.

1. Open the graphic in Excel and press Ctrl + P.
2. Select Preview.
3. Select Setup, then Sheet.
4. Check Black and white in the Print section.
5. Save the graphic with these settings before exporting the graphic to a file in another program.
6. It is still important to include all original Excel files to the editor along with the final document.